

Dette er en oversettelse av den fastsatte læreplanteksten. Læreplanen er fastsatt på Bokmål

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Utgått

Purpose

Norwegian Sign Language is a key subject with regard to cultural understanding, communication, enlightenment and developing an identity. One key objective of the tuition given in Norwegian Sign Language throughout primary and secondary education is to generate linguistic self-confidence and confidence in one's own culture as a basis for developing an identity, respect for others, and lifelong learning. By actively using Sign Language, children and young people are introduced to culture and society. For deaf and hearing impaired pupils Sign Language is the key to active participation in large and small groups. In Norwegian Sign Language pupils should be able to find their own voice, express themselves, be heard and get answers.

Norwegian Sign Language is a visual-gestural and national language developed by the country's deaf community. The language is described as visual because it is interpreted by vision and works independently of sound. It is described as gestural because it is communicated using hand, eye, facial, eyebrow, mouth, head and body movements. There are geographical and social variants of Norwegian Sign Language. Norwegian Sign Language should allow the pupils to develop linguistic and textual competence according to the abilities and potential of each individual pupil. Competences in expressing oneself and interacting with others are both a goal in themselves and a tool for learning and comprehension in all subjects and in every year of study.

Norwegian Sign Language tuition incorporates a wide range of texts from different genres, both original texts in Sign Language and translated or retold texts from languages with different modalities or from other Sign Languages. The texts may be spontaneous or prepared. The subject is based on an extended text concept whereby text can be made up of Sign Language, writing, film and images. The tuition should stimulate the pupils to experience and create Sign Language texts and help them to develop good learning strategies in a continuous progression throughout the 13 years of study.

Norwegian Sign Language reflects a culture characterised by extensive communication and cultural exchange both nationally and internationally. This tradition has had an impact on language, social conventions and perspectives. Our cultural heritage is a living tradition that evolves and recreates itself, and tuition in Norwegian Sign Language should encourage the pupils to become active contributors to this tradition. By seeing Norwegian Sign Language and deaf culture in a historical, national and global perspective, the pupils can gain an insight into and understanding of the society in which they live. In view of this language situation, children and young people can develop awareness of linguistic diversity and of their own linguistic competence.

Norwegian Sign Language is an autonomous subject with core skills and competence aims exclusive to the subject. The Norwegian Sign Language Curriculum should also be seen in the context of the Norwegian Subject Curriculum for the Hearing Impaired. In combination the two languages provide the necessary foundations for the tuition of pupils who will go on to become functionally bilingual in Norwegian society. The two languages should also help create a basis for multilingualism and provide opportunities for participation in international arenas.

Main subject areas

The subject has been organised into main subject areas with competence aims. The subject areas complement each other and should be seen in the context of each other.

The subject is a core subject on all study programmes in upper secondary education and training. The tuition should therefore be made relevant to the pupils by adapting it to the various study programmes.

There are competence aims in Norwegian Sign Language after Years 2, 4, 7 and 10 at the primary and lower secondary stages, and after Levels Vg1, Vg2 and Vg3 on upper secondary general study programmes.

On vocational study programmes there are competence aims after Level Vg2 and after completing Supplementary Studies to Qualify for Higher Education.

Summary of main subject areas:

Year	Main subject areas		
1–10 Vg1–Vg3	Oral communication	Sign Language texts	Language, literature and culture

The main subject area of Oral communication involves listening to and producing statements in Sign Language in interaction with others and being part of a linguistic community. Listening to and interacting in Sign Language are part of everyday communication and are key to developing social and cultural competences. Listening is a proactive endeavour during which the pupils should use all their senses to understand, interpret and evaluate statements made by others. By using different communicative strategies, the pupils should develop their ability to communicate with others and express their own thoughts, opinions and ideas. The main subject area also includes developing different linguistic roles and genres and gaining an understanding of how to adapt language and form to different recipients and purposes.

The main subject area of Sign Language texts involves reading, text comprehension and text production. These are parallel processes in each student's course of study, ranging from the initial introduction to the study of reading and production to the systematic further development of these competences. The tuition should stimulate the pupils' desire and ability to read and create their own texts in Sign Language, and it requires the pupils to read different types of texts both in order to learn and for the experience itself. Critical assessment and analysis is also part of this main subject area. The tuition should also help make the pupils conscious of their own development as recipients and creators of Sign Language texts. Producing texts in Sign Language involves communicating thoughts and opinions in different types of Sign Language texts and being able to refine the texts after receiving feedback. Good textual competence requires a good vocabulary, an ability to structure text, knowledge of the conventions of Sign Language and deaf culture, and an ability to adapt text for a given purpose and recipient. Composite texts form a natural part of the types of texts that the pupils should read and create. Being able to read a composite Sign Language text involves deriving meaning from the totality of the text based on the different forms of expression being used.

The main subject area of language, literature and culture covers Norwegian, Nordic and international deaf culture. The pupils should develop awareness of their own language situation and acquire knowledge of Sign Language as a step towards developing their language skills and identity. The pupils should develop an understanding of Norwegian Sign Language and Sign Language texts and gain an insight into how language and text have evolved and continue to evolve over time. They should be given the opportunity to study different types of texts from different periods and places. They should also familiarise themselves with the traditions of Norwegian Sign Language / deaf history in a comparative perspective between past and present and in light of national and international impulses.

Teaching hours

Teaching hours are given in 60-minute units:

PRIMARY

Years 1–7: 2,059 hours

LOWER SECONDARY

Years 8–10: 678 hours

GENERAL STUDY PROGRAMMES

Vg1: 75 hours

Vg2: 75 hours

Vg3: 75 hours

VOCATIONAL STUDY PROGRAMMES

Vg1: 56 hours

Vg2: 56 hours

SUPPLEMENTARY STUDIES TO QUALIFY FOR HIGHER EDUCATION ON VOCATIONAL STUDY PROGRAMMES

Vg3: 113 hours

Basic skills

Basic skills are integrated into the competence aims, where they help develop and form part of the pupils' academic skills. Basic skills in Norwegian Sign Language are as follows:

Oral skills involve listening and interacting in different communication situations and creating meaning by comprehending and expressing oneself in Sign Language. Listening means using all the senses to understand, interpret and evaluate statements made by others. The pupils' oral skills are developed by active interaction and the use of different communicative strategies. This means mastering oral genres in increasingly complex situations and adapting the language to a given purpose and recipient.

Producing text involves expressing oneself in Norwegian Sign Language with clarity and precision. It is also a way of developing and structuring ideas and thoughts, and it is an important tool for learning. The subject has a particular responsibility for developing the pupils' ability to plan, create and refine increasingly complex Sign Language texts adapted for a given purpose and recipient. Producing composite texts in Sign Language involves combining elements such as Sign Language, written text, sound and images to form a coherent whole. Acquiring skill in producing Sign Language texts requires a systematic approach to textual knowledge, various strategies and formal skills in Sign Language.

Reading skills are both a core skill and a cultural competence. Reading involves comprehending and deriving meaning from texts in different genres on screen and in direct communication while taking a critical and independent view of the texts. Being able to read means immersing oneself in texts and gaining an insight into other people's thoughts, experiences and creativity. It also involves aesthetic experiences and developing imagination and mental images. Furthermore, it means being able to find information in different texts, acquiring subject knowledge, and comprehending logical reasoning and presentation in a wide range of text types. This takes place both in direct interaction with others and via a third person such as an interpreter, for example. The pupils should develop reading skills by working systematically on reading strategies adapted to the given purpose and to different types of text in the subject. They should progress from basic decoding and comprehension of simple texts to understanding, interpreting, reflecting on and evaluating increasingly complex texts.

Numeracy involves interpreting and understanding information in texts containing figures, quantities or geometrical shapes. This means being able to evaluate, reflect on and communicate about complex texts containing graphic representations, tables and statistics. Numeracy skills are developed by deriving comprehensive meaning from increasingly complex texts where different forms of expression must be seen in the context of each other.

Digital skills involve using digital tools, media and learning resources to obtain and process information, creating and editing different types of text, and communicating with each other. In this context it is important to be able to critically evaluate and use sources. Digital skills are part of the process of learning how to read and produce increasingly complex texts and involve identifying, using and eventually evaluating and citing digital sources in own texts.

Competence aims

Oral communication

The aims of the studies are to enable pupils to

- listen out for, comprehend and comply with the rules for taking turns and responding to others in conversations in small and large groups
- listen out for, comprehend, retell and combine information
- play, improvise and experiment with hand shapes, rhythm, movement, signs and meaningful elements
- talk fluently about experiences, knowledge, own feelings and opinions
- communicate with others with the help of digital media
- discuss how the choice of signs, facial expressions and body language creates different meanings in Sign Language texts
- discuss what an interpreter does

Sign Language texts

The aims of the studies are to enable pupils to

- demonstrate an understanding of the relationship between hand shapes and letters
- read simple texts with fluency and comprehension and then discuss the content
- use own knowledge and experience to understand and comment on the content of texts they read
- take on different roles in role play, drama and recitations
- work creatively to produce texts in Sign Language
- create simple descriptive and narrative texts in Sign Language
- describe own text experiences using Sign Language, drawings, pictures and movement

Language, literature and culture

The aims of the studies are to enable pupils to

- discuss some of the similarities and differences between Sign Language and Norwegian
- discuss similarities and differences in various types of text
- recognise different manual alphabets
- discuss signs for personal and place names and discuss the origins of such signs
- discuss characters and plot in fairy tales and stories

Oral communication

The aims of the studies are to enable pupils to

- listen out for, retell, explain and reflect on the content of Sign Language texts
- use an appropriate vocabulary of signs and terms to discuss specialist topics, talk about their own experiences and express their thoughts and opinions
- interact with others through play, dramatisations, conversations and discussions, and practise rules for group conversations
- receive, give and explain messages
- explain how the use of language can offend others
- discuss how to use an interpreter

Sign Language texts

The aims of the studies are to enable pupils to

- read, understand, summarise and discuss the content of Sign Language texts for children
- draw conclusions on the basis of an understanding of the correlation between main content and detail in texts
- find information in composite texts
- retell simple texts from Norwegian to Sign Language and from Sign Language to Norwegian
- create simple narrative, descriptive and persuasive texts in Sign Language
- discuss and evaluate own texts and those created by others
- recognise and use the linguistic devices of repetition, contrast and simple figurative language
- use digital tools when creating texts
- structure texts with a title, introduction, main section and conclusion
- create stories by combining Sign Language and pictures
- perform Sign Language texts for fellow pupils

Language, literature and culture

The aims of the studies are to enable pupils to

- explore and be familiar with the basic morphology of the language
- discuss some of the linguistic devices used in Sign Language texts
- express their thoughts on texts from different periods and cultures
- express own experience of and thoughts on children's literature, theatre, films, computer games and TV programmes
- describe geographical variations of Norwegian Sign Language
- recognise and read some of the Swedish one-handed manual alphabet
- read and understand some Swedish and Danish Sign Language
- describe how different elements of Sign Language work together
- describe similarities and differences between deaf culture and Norwegian hearing culture in the past and present
- give a simple presentation of the one-handed alphabet, the two-handed alphabet and the Sami manual alphabet
- describe meeting places for deaf culture in the past and present

Oral communication

The aims of the studies are to enable pupils to

- listen to and process input from others while distinguishing between opinion and fact
- express and justify own views while respecting the views of others
- provide examples of and reflect on how language can express and shape opinions towards individuals and groups of people
- introduce and chair meetings and discussions
- discuss and evaluate fiction texts on the basis of own experiences and with an understanding of the language and content
- evaluate Sign Language presentations given by others based on technical criteria
- understand and reproduce simple statements in a Sign Language from an English-speaking country

Sign Language texts

The aims of the studies are to enable pupils to

- read a wide selection of Sign Language texts in different genres and of differing complexity and then reflect on their content and form

- read a wide selection of Sign Language texts in different genres and of differing complexity and then reflect on their content and form
- cite and summarise Sign Language texts
- create narrative, descriptive, reflective and persuasive texts, and adapt own texts to a given purpose and recipient
- structure and organise Sign Language texts in different genres using varied vocabulary and syntax
- experiment with different Sign Language devices and varieties of style
- evaluate texts created by others based on technical criteria and modify their own texts based on feedback they receive
- present technical information with an understanding of the target group
- understand, interpret and compare information from different genres in a composite text
- use digital tools when producing Sign Language texts and composite texts
- systematically use the library and digital information channels and account for the use of sources

Language, literature and culture

The aims of the studies are to enable pupils to

- describe how Sign Language texts are constructed using grammatical terminology and textual knowledge
- identify linguistic characteristics in their local environment and compare with other Sign Language variants
- describe some of the similarities and differences between spontaneous and prepared use of Sign Language
- give examples of how signs are created and change over time
- understand and retell simple texts in Swedish and Danish Sign Language
- present deaf Nordic artists and their works
- give an account of major trends in deaf history
- discuss and evaluate the use of Sign Language in the media and in digital information channels

Oral communication

The aims of the studies are to enable pupils to

- express and justify own opinions in discussions and assess what constitutes a rational argument
- discuss how language can be perceived as discriminatory and intimidating
- participate in conversations about literature, theatre and film with particular emphasis on deaf culture
- assess their own Sign Language presentations and those given by others according to technical criteria
- understand and reproduce simple statements using International Sign – IS
- explain the right to use an interpreter

Sign Language texts

The aims of the studies are to enable pupils to

- read, summarise main content and extract relevant information in Sign Language texts
- navigate large volumes of text in order to find relevant information
- take a critical approach when reading and assess whether a text is credible
- discuss various ways of making arguments in Sign Language texts
- analyse and discuss various modes of expression and text structures in Sign Language
- recognise the linguistic devices of humour, irony, contrasts, comparisons, symbols and metaphors and use them in own texts
- evaluate aesthetic devices in composite texts and reflect on how we are influenced by language, sound and images

- interpret and evaluate different types of composite texts
- express themselves using a varied Sign Language vocabulary and master morphology and cohesion in different types of texts
- produce creative, informative, reflective and persuasive texts with justified opinions adapted for a given recipient and purpose
- perform simple presentations, reproductions, role plays and dramatisations based on literature, theatre or film
- evaluate own texts and those created by others, and assess own texts by applying knowledge of language and text
- use digital tools to archive and organise own work
- use different media, sources and aesthetic expressions in own Sign Language texts and multidisciplinary texts

Language, literature and culture

The aims of the studies are to enable pupils to

- give an account of the values and ways of thinking that are reflected in different Sign Language texts
- discuss the tradition of Sign Language storytelling in their own and other deaf cultures in the past and present
- give an account of different arenas where deaf culture exists and discuss changes in Norwegian deaf society in a historical perspective
- discuss how deaf people are portrayed in literature, theatre and film
- give an account of and compare the rights of Sign Language speakers and Sami / minority language speakers in the Nordic countries and other parts of the world
- understand and retell selected texts in Swedish and Danish Sign Language and Norwegian Sign Language
- master grammatical terminology describing how the language is constructed
- describe similarities and differences between different variants of Norwegian Sign Language and between different Nordic Sign Languages
- give an account of similarities and differences in slang and youth language in Sign Language and Norwegian
- discuss issues relating to culture, language and identity
- use Sign Language texts and other pictures and texts obtained from the library, internet and mass media, apply source criticism and refer to the use of sources
- present the results of in-depth study into an own-choice topic relating to Sign Language, deaf history, culture and organisations, and justify their own choices

Oral communication

The aims of the studies are to enable pupils to

- listen to and be receptive to the arguments of others and use relevant and rational arguments in discussions
- master different roles in group conversations
- apply their knowledge of language and texts in conversations about and evaluations of Sign Language texts
- apply specialist knowledge from own study programme in conversations, discussions and presentations about school, society and work
- discuss how to prepare and give presentations in situations where an interpreter is required

Sign Language texts

The aims of the studies are to enable pupils to

- read texts in different genres and discuss their content, form and purpose
- produce technical texts relating to their own study programme

- adapt language and modes of expression for different purposes and recipients at school, in society and at work
- give an account of and use different linguistic and aesthetic devices in fiction and creative texts and explain their function
- assess and revise their own texts based on technical criteria

Language, literature and culture

The aims of the studies are to enable pupils to

- discuss key aspects of multilingualism and relate the discussion to their own multilingualism
- explain linguistic and grammatical characteristics of Norwegian Sign Language compared with other languages and with International Sign – IS
- understand, retell and comment on texts in Swedish and Danish Sign Language
- give an account of and evaluate how Sign Language genres and variants are used by representatives of different groups and in different social settings
- document and give an account of how Norwegian Sign Language has been influenced and changed over time
- describe and explain forms of expression in deaf culture
- discuss and compare a selection of recent Sign Language texts and films by or about deaf people

Oral communication

The aims of the studies are to enable pupils to

- discuss and reflect on being a member of a language and cultural minority
- master and explain the principles of simple communication in International Sign – IS
- present specialist topics and provide constructive feedback on presentations given by others

Sign Language texts

The aims of the studies are to enable pupils to

- read and analyse Sign Language texts in different genres in order to form an opinion on the issues raised in the texts and the values they represent
- produce creative, informative, persuasive and expository texts with a clear objective, good structure and cohesion
- produce and evaluate own texts in different genres
- plan, give and evaluate presentations with an interpreter

Language, literature and culture

The aims of the studies are to enable pupils to

- give an account of key trends in Norwegian and international deaf history
- give an account of and discuss how Norwegian Sign Language has been and continues to be influenced by other Sign Languages and by Norwegian
- reproduce and compare form and content in a selection of Nordic Sign Language texts
- evaluate the relationship between language and identity and discuss how identity can influence cultural forms of expression in a Sign Language community
- analyse and evaluate how deaf people and Sign Language are portrayed in different media
- interpret and discuss a selection of Sign Language texts from different periods and comment on their form and content

Oral communication

The aims of the studies are to enable pupils to

- listen to and evaluate argumentation in texts created by others and form an opinion on their content and purpose
- discuss specialist topics using specialist terminology
- analyse the relationship between content, form and purpose in different genres
- communicate in International Sign – IS

Sign Language texts

The aims of the studies are to enable pupils to

- read, systematise and summarise information in complex Sign Language texts and reflect on their content
- read and analyse linguistic devices in different genres
- assess their own texts and those created by others based on technical criteria
- apply their knowledge of texts, genres and linguistic devices to plan, create and refine their own Sign Language texts
- produce interpretations and analyses, creative texts and expository texts on the basis of Norwegian or Nordic deaf culture and history
- produce informative texts, reports and discussions with a clear objective, good structure and rational arguments
- express themselves accurately using a nuanced and varied Sign Language vocabulary and master different linguistic modes of expression adapted for a given purpose and recipient
- use an interpreter to present a topic from their own study programme to a target group that does not understand Sign Language
- devise and perform a limited literary programme
- use sources in a critical and verifiable way and master digital citation

Language, literature and culture

The aims of the studies are to enable pupils to

- give an account of and reflect on elements that have influenced and continue to influence Norwegian Sign Language policy from 1900 until the present day
- give an account of similarities and differences between the Nordic Sign Languages
- give an account of and compare Sign Languages outside the Nordic countries
- analyse, interpret and compare a selection of Sign Language texts in different genres from different periods and cultures and place them in a cultural-historical context
- give an account of and reflect on the relationship between spoken and written language
- present an own-choice topic relating to Sign Language and deaf culture

Oral communication

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- discuss and reflect on being a member of a language and cultural minority
- master and explain the principles of simple communication in International Sign – IS
- present specialist topics and provide constructive feedback on presentations given by others
- listen to and evaluate argumentation in texts created by others and form an opinion on their content and purpose
- discuss specialist topics using specialist terminology
- analyse the relationship between content, form and purpose in different genres
- communicate in International Sign – IS

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- read and analyse Sign Language texts in different genres in order to form an opinion on the issues raised in the texts and the values they represent
- produce creative, informative, persuasive and expository texts with a clear objective, good structure and cohesion
- produce and evaluate own texts in different genres
- plan, give and evaluate presentations with an interpreter
- read, systematise and summarise information in complex Sign Language texts and reflect on their content
- read and analyse linguistic devices in different genres
- assess their own texts and those created by others based on technical criteria
- apply their knowledge of texts, genres and linguistic devices to plan, create and refine their own Sign Language texts
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- reproduce and compare form and content in a selection of Nordic Sign Language texts
- evaluate the relationship between language and identity and discuss how identity can influence cultural forms of expression in a Sign Language community
- analyse and evaluate how deaf people and Sign Language are portrayed in different media
- interpret and discuss a selection of Sign Language texts from different periods and comment on their form and content
- give an account of and reflect on elements that have influenced and continue to influence Norwegian Sign Language policy from 1900 until the present day
- give an account of similarities and differences between the Nordic Sign Languages
- give an account of and compare Sign Languages outside the Nordic countries
- analyse, interpret and compare a selection of Sign Language texts in different genres from different periods and cultures and place them in a cultural-historical context
- give an account of and reflect on the relationship between spoken and written language
- present an own-choice topic relating to Sign Language and deaf culture

Assessment

Provisions for final assessments:

Overall achievement grades

Year	Arrangement
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Year 10	Pupils should be given two coursework grades: one in text production and one in oral interaction.
Level Vg2 vocational study programmes	The pupils should receive one coursework grade.
Level Vg3 general study programmes Vg3 supplementary studies to qualify for higher education	Pupils should be given two coursework grades: one in text production and one in verbal interaction.

In the case of courses of study that run for longer than one year, only the coursework grade from the highest level of upper secondary education will be stated on the training certificate or diploma.

Exams

Year	Arrangement
Year 10	Pupils may be selected for a text production exam in Sign Language. The text production exam will be set and graded centrally. Pupils may also be selected for an oral interaction exam in Sign Language. The oral interaction exam will be set and graded locally.
Level Vg2 vocational study programmes	Pupils may be selected for a text production exam in Sign Language. The text production exam will be set and graded locally. Pupils may also be selected for an oral interaction exam in Sign Language. The verbal interaction exam will be set and graded locally. The exam covers the entire subject (112 hours).
Level Vg3 general study programmes Vg3 supplementary studies to qualify for higher education	Pupils may be selected for a text production exam in Sign Language. The text production exam will be set and graded centrally. Pupils may also be selected for an oral interaction exam in Sign Language. The oral interaction exam will be set and graded locally. The exam covers the entire subject (225 hours).

Exams for external candidates

Year	Arrangement
Year 10	See the current arrangement for adults in primary and lower secondary education
Level Vg2 vocational study programmes	External candidates must sit for a text production exam in Sign Language. The text production exam will be set and graded locally. External candidates must also sit for an oral interaction exam. The oral interaction exam will be set and graded locally. The exam covers the entire subject (112 hours).
Level Vg3 general study programmes Vg3 supplementary studies to qualify for higher education	External candidates must sit for a text production exam in Sign Language. The text production exam will be set and graded centrally. External candidates must also sit for an oral interaction exam. The oral interaction exam will be set and graded locally. The exam covers the entire subject (225 hours).

General provisions on assessments are described in the Regulations to the Education Act.